THE NEW WAY

ENGLISH READER

BOOK II

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MADRAS-3

THE NEW WAY ENGLISH READER

BOOK II

BY

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PREFACE

This is Book II of a series of Readers designed to cover a course of English in Secondary Schools, based on the new syllabus published by the Education Department of Madras.

This Reader closely follows the structures and teaching points in the syllabus for Form II Two, three and sometimes four teaching points are combined together in one lesson for convenience, and the order in which these graded structures are given in the Reader is practically the same as in the syllabus. The Teacher's Book which will be published with the Reader will contain suggestions for teaching them.

The exercises under each lesson are meant to give plenty of practice to the pupils in the new words and structures that occur in each lesson, while the pupil's attention is also drawn to certain common idioms and phrases occurring in the lesson.

As recommended by the syllabus, no formal grammar is introduced. But an attempt is made to make the pupils recognise Nouns, Verbs, Adjectives and Pronouns, as well as to understand the Subject and Predicate parts of a sentence.

New words used in the Reader are given at the end of the book, from which derivatives of

words used already are excluded (e.g. *height* from *high*). More attention is paid in this Book to structures, as advised by the Guide book, than to vocabulary, for with plenty of practice in the graded structures given for this class, the required vocabulary could be easily covered in Book III for the third form.

Three simple stories have been given, in which the joining words introducing the noun (*that*-clause) and adverbial clauses (introduced by *because, when, until, while*) find a proper place.

The poems included here have been selected from among those commonly put in the hands of young pupils. The themes and the vocabulary of these poems may be found related to the matter in the reading lessons of this book, in some degree. The principles of poetry teaching suggested in the syllabus have been borne in mind in selecting the poems. The meanings of some of the words occurring in the poems are also given, while the other words are given separately.

Rev. Eugene F. WILLIAMSON

CONTENTS

PROSE

Lesson		Page
1.	Our School ...	1
2.	The Time-Table ...	4
3.	Mine, Yours, His, Hers: By ...	9
4.	Measuring—Weighing ...	13
5.	Many, Much (a few, a little) ...	18
6.	Comparisons (Adjectives) ...	22
7.	Comparisons (*Contd.*) ...	25
8.	Money-Orders ...	28
9.	Comparisons (*Contd.*) ...	32
10.	Comparisons (Equals) ...	36
11.	How Tall? How Long? How High? etc. ...	40
12.	What is Your House Like? ...	44
13.	Revision (Tenses) ...	47
14.	Look At — Listen To ...	49
15.	With: See, Hear, Smell, Feel ...	52
16.	Habitual Present (Like, Want, Know, etc.) ...	55
17.	Whom Did You Give It To? ...	58
18.	I Saw Ram (him) Reading ...	61
19.	Adverbs of Manner ...	63
20.	Position of Adverbs ...	66
21.	Adverbs — Comparison ...	69
22.	Like: For (purpose) ...	72
23.	Have: Semantic Extension: Make ...	74

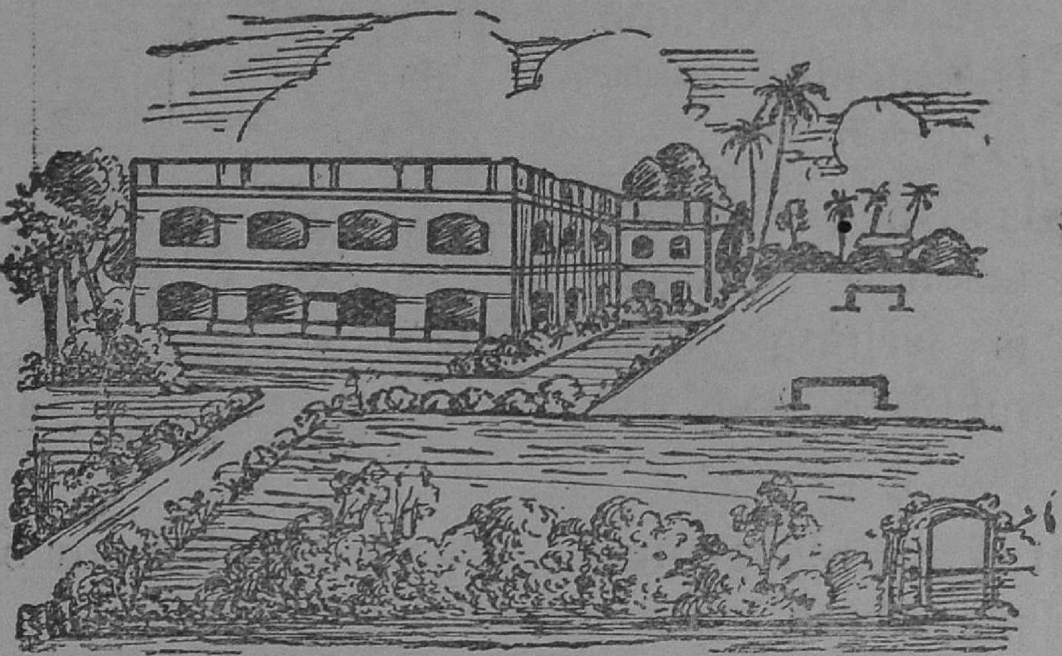
24. Start × Finish : For (time) ... 76
25. The Present Perfect ... 78
26. The Present Perfect (*Contd.*) ... 81
27. Either—Or : Neither—Nor ... 85
28. Why ? Because —
(The Wolf and the Lamb) ... 87
29. About : That-clause
(The Cock and the Dog) ... 90
30. The Traveller and the Monkeys
(until, when, while) ... 96

POETRY

1. My Face is My Fortune ... 101
2. Mary's Lamb ... 102
3. There was a Jolly Miller ... 104
4. The Grand Old Duke of York ... 105
5. Do You Ask What the Birds Say ... 106
6. Good Master and Mistress ... 108
7. One, Two ; Whatever You Do ... 109
8. Girls and Boys, Come out to Play ... 109
9. What I Like ... 110

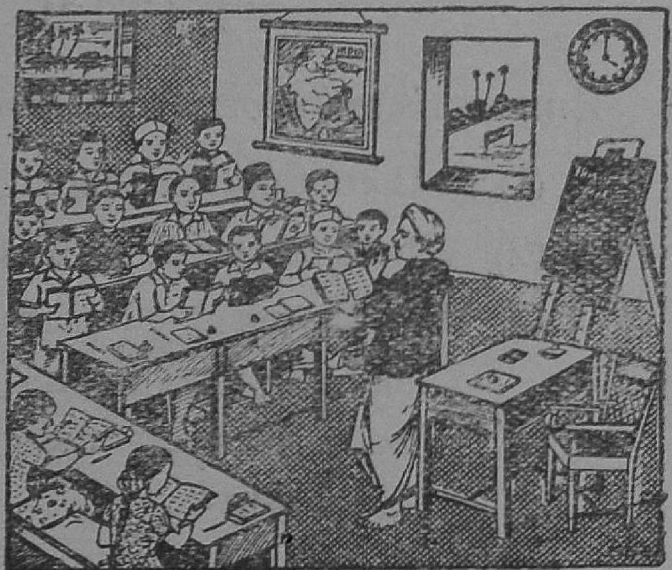
LESSON ONE

OUR SCHOOL



This is our school. There is no other school in our village. All the boys and girls of the village read here.

Yesterday there was no school. On Friday there will be no school. But there will be no holiday next week.



He is the headmaster of the school and that is the fifth class.

She is Miss Padma. She is the one female teacher in the school. The others are male teachers.

That is the first class and Miss Padma is teaching these children.

She is also our Hindi teacher. Now she is writing some numbers on the board.

That is our playground. Every evening our boys play there.

The school has also a garden. There are some trees and flower plants there. The garden is not large, but it is beautiful.

EXERCISES

1. *Answer these in complete sentences:*

(1) Is there another school for girls?

(2) Where do the children of the village read?

(3) Was there school yesterday? Will there be any holiday next week?

(4) Who is Miss Padma? What is she doing on the board?

(5) Is the school garden large? Is it beautiful?

2. *Put in, in the blank spaces, suitable forms of verbs given in brackets:*

(1) He is —— science to the class. (teach).

(2) After this lesson he —— the class Arithmetic. (teach).

(3) She —— Hindi to the class before the science lesson. (teach).

3. *Some words are given below. Fill in the blank spaces with words taken from the list:*

headmaster, no, male, every evening, female.

(1) There is —— school on Sunday.

(2) He is the —— of the school.

(3) Padma is a —— teacher. The others are —— teachers.

(4) —— boys play games here.

4. *Read these:*

The school has a garden.
Miss Padma is teaching these children.

school is the *name* of a thing.
garden is the *name* of a thing.
Padma is the *name* of a person.
children is the *name* of persons.

These name-words are *Nouns*. Pick out the other name-words or Nouns in the lesson.

***Learn*:**

(go) to school
male—female (noun and adjective)
child (singular)
children (plural)

---

female **male** **also** **child-ren** **beautiful** **plant-s**

LESSON TWO

THE TIME-TABLE

	A.M.				P.M.		
DAYS.	1	2	3	4	5	6	7
MONDAY	ENGLISH	REG.LANG.	ENGLISH	SOCIAL STUDIES	REG.LANG.	SCIENCE	MATHS.
TUESDAY	ENGLISH	DRAWING	SCIENCE	SOCIAL STUDIES	HINDI	ENGLISH	REG.LANG.
WEDNESDAY	ENGLISH	REG.LANG.	MATHS.	MATHS.	RELIGION	DRILL	DRILL
THURSDAY	ENGLISH	REG.LANG.	HAND-WORK	MATHS.	REG.LANG.	SOCIAL STUDIES	SCIENCE
FRIDAY	ENGLISH	REG.LANG.	HAND-WORK	MATHS.	HINDI	REG.LANG.	CITIZEN-SHIP

Father (to son):—Run to school, you won't be late then. What's your first lesson in the morning?

Son :—The first lesson is English.

F:—Do you have English every day?

S:—Yes, we have.

F:—What's your first lesson in the afternoon?

S:—I'll look into my time-table. (He looks into it and says) It's Hindi.

(In the classroom)

Teacher :—Open your English book at page 12. There are questions and answers on the page. Take your note-book now. Write all the questions and answers on page 12 in your note-book.

Ram, run to the window, please, and open it.

Kavi :—Will you give me your pen, please? I'll give it back in five minutes.

Ravi :—No, I'm sorry. I don't give my pen to others.

Please, will you take that book from the floor?

Look at the time-table.

There is work on Monday, Tuesday, Wednesday, Thursday and Friday. There is no work on Saturday and Sunday. These days are holidays.

Schools open every day at 10 o' clock and close at half-past four (4-30).

Some schools close at a quarter past four (4-15).

There is a break between ten and half-past four. Boys go home after one and return to school before two. The time between one and two is their lunch time.

There are four lessons in the morning and three in the afternoon.

How many lessons have you in the afternoon?

Does your teacher give you homework?

Yes, he sometimes does.

When do you do it?

I do it in the evening. I sometimes do it on the morning of the next day.

When do you go to bed?

I always go to bed at nine and I always get up at six in the morning.

I never get up before six and I never go to school late.

What time is it now? Is it half-past nine or a quarter to ten?

EXERCISES

1. *Answer these in sentences:*

(1) What's your first lesson in the morning?
(2) Do you have English every day? (Answer in the negative).
(3) How many lessons have you in the morning?
(4) When does your school begin work?
(5) When do boys go home for lunch?
(6) When do you do your homework?
(7) When do you go to bed?
(8) When do you get up?

2. *Use "always, sometimes, never" in the blank spaces below:*

(1) I —— go to bed at nine.

(2) The teacher —— gives us homework.

(3) We —— go home after one.

(4) Sunday is —— a holiday. Monday is —— a holiday.

3. *Use "please" in the following sentences:*

(1) Open that window.

(2) Will you give me your book?

(3) Will you have coffee?

(4) Shall I go home now?

4. *These are words put together in no order. They don't make sense. Arrange them in sentences:*

(1) our play every boys here evening

(2) English first the lesson is

(3) a it garden beautiful is

(4) never I before up six get

5. *Make sentences from the following:*

A.	I, (we you, they)	go home	at 5 o'clock in the evening at night

B.	He (she)	goes	to school	at 9.30
	We, I They, You	go		at 1-45
	We, I You, They He (she)	don't go doesn't go		on Saturday or Sunday on holidays

Learn :

open	× close	at page 15
glad	× sorry	on page 15
always	× never	

---

time-table	**close**	**break (n.)**	**please**
return (v.)	**lunch (n.)**	**minute-s**	**afternoon**
always	**sometimes**	**never**	
	How many?		

LESSON THREE

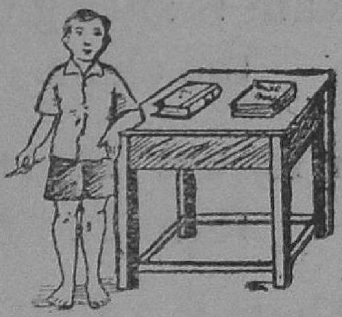
Mine Yours His (Ram's)
Hers (Sita's)

This is my book. This book is **mine.**

That pen is **Ram's** (his).

This bag is not **yours**, it is **hers** (Sita's).

The pen in your hand is mine.

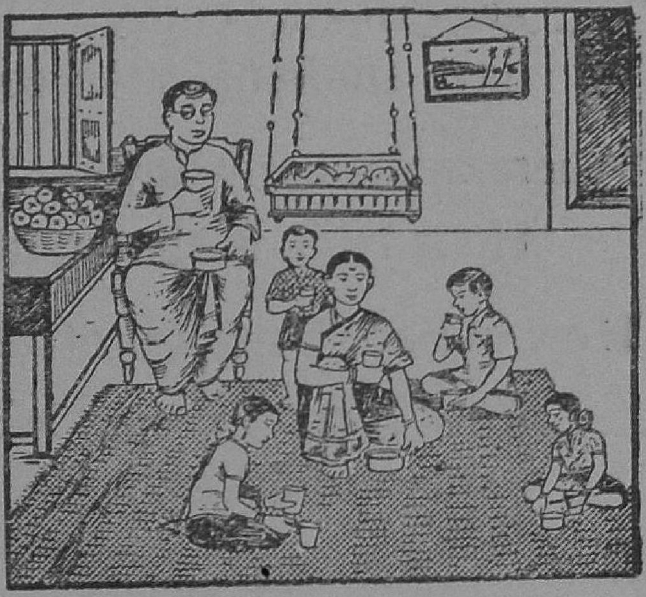


The book on the table is the teacher's.

The note-books on the table are ours.

Is the box under the table yours or his ?

It is not mine, but it is his.



This is the picture of a family.

That is Ram's father, Mr. Narayan.

She is his mother, Mrs. Lakshmi Narayan.

Ram has two sisters and two brothers. Ram is eleven years old. Mohan is his brother and he is five. There is also a baby-boy. He is sleeping in the cradle by the chair. The child is six-months old.

His sister, Sita, is nine, and the other sister is Usha. Usha is seven.

How many brothers has Usha?

Mr. and Mrs. Narayan are their parents.

Ram is sitting on a mat. His father is sitting on the chair.

Where is the mother sitting? She is sitting by Ram and Mohan is standing by his mother.

There is a fruit-basket. It is by the chair. It has two dozen oranges and half a dozen apples.

The father is drinking coffee and the others also are drinking coffee. Each boy and girl will have an orange after coffee.

Where is the baby-boy?

He is lying in the cradle.

How old are Usha's brothers?

Ram is eleven, and Mohan is five. The boy is six-months old.

EXERCISES

1. *Answer these in sentences :*

(1) Who are Ram's parents?
(2) Where is the mother sitting?
(3) Where is the fruit-basket? How many oranges are there in it?
(4) How old is Usha? How old is the baby?
(5) Where is the cradle?

2. *Put in, in the blanks, suitable forms of the words given within brackets :*

(1) The pencil in my hand is —— . (you)
(2) This cap is —— . (Gopal, he)
(3) The box on the desk is —— . (she, Sita)
(4) The book in the teacher's hand is —— . (I)

N. B. Give two separate sentences for each of (2) and (3) above.

3. *Complete these sentences with suitable words :*

(1) Mr. and Mrs. Narayan are their —— .
(2) He is eleven —— old.
(3) The baby is lying —— .
(4) The fruit-basket has —— oranges and —— apples.
(5) Ram is sitting —— his mother —— a mat.

4. *Make questions to get these answers :*

(1) Usha was six last year.
(2) I go to bed at 9 o'clock.
(3) That book is hers (Sita's).
(4) There are seven days in a week.
(5) He came here at 10 o'clock.

5. ***Pick out all the Nouns (name-words) in the last ten lines of the lesson.***

Learn :

baby parent teacher	common (male or female)	*lie—lying*

baby-*boy*
baby-*girl*
Mr.—Mrs.

One, two, three, etc.	dozen	apples, books, pencils, etc.

Present	*Past*	*Past Participle*
lie	lay	lain
sleep	slept	slept

---

lying	**parent-s**	**by**	**cradle**
dozen	**family**	**mine**	**yours**
	hers		

LESSON FOUR

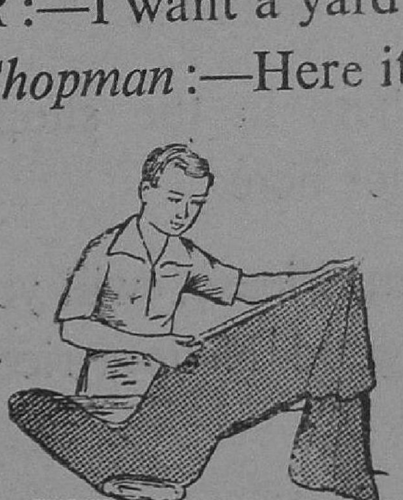
MEASURING—WEIGHING

Ram :—Here's the bazaar.

Gopal :—We shall first go to the shop here.

R :—I want a yard of woollen cloth, please.

Shopman :—Here it is. It's seven rupees a yard.



R :—The colour is good. Give me a yard of it, please. (Shopman measures a yard and gives it folded to Ram).

G:-Please show me some good cloth. (Shopman shows some kinds). Give me five and a half yards in this (pointing to one).

R:—Have you any good silk?

S:—Yes, we have a lot of pure silk there. Please come and see it. (They see it). Which will you take?

R:—I'm sorry. I'm not buying it now. I'll come again in three or four days.

S:—All right, sir.

(They leave the shop with their purchases).

G:—Mother wanted some good rice. Shall we buy it now?

R:—Yes, we'll do so. We'll go to that shop. He's selling rice.

G:—What a lot of rice is there in the shop? Many people are buying rice here.

(Speaking to the shopman) Please, will you give me two measures of good Nellore rice? I also want a viss of sugar.

S :—Yes : open your bag. (Gopal opens it for the rice : and the shopman measures it and puts it into the bag) One, two. Do you also want sugar ?

G :—Yes, a viss of sugar, please. (Taking the sugar) What shall I pay ?

S :—Three rupees, nine annas and six pies (Rs. 3-9-6).

G :—Do you always sell this rice at the same price ?

S :—No, sir, the price isn't always the same. Today it's Rs. 1–2–6 a measure. Last week it was Rs. 1–2–0.

(Gopal pays the money and the friends go home).

EXERCISES

1. *Answer these in sentences* :

   (1) Where did Ram and Gopal go ?

   (2) What did Ram buy ? What did Gopal buy first ?

(3) What did the rice shopman sell to Gopal?

(4) Is the price of rice always the same? What was its price last week?

(5) How much rice had the shopman?

2. (*a*) *Change the following into the present tense*:

(1) Did you have Hindi yesterday?

(2) When did you do your homework?

(3) Were there many books on the table?

(4) Did you look at the picture on the wall?

(*b*) *Answer the above questions in sentences.*

3. *Put these sentences* (*the subject and the verb*) *into the plural form*:

e.g. He is writing. They are writing.

(1) I am not reading Hindi every day.

(2) He is not going to the station.

(3) She is not looking at the picture.

(4) The book on the table was a picture-book.

(5) There was one girl in the class (last month).

4. *Read these sentenecs*:

(1) Ram is a boy. He is going to the station.

(2) Sita is a girl. She is going home from her school.

(1) *He* in the second sentence stands for *Ram* (Noun).

(2) *She* in the second sentence stands for *Sita* (Noun).

***Read this*:**

That is Ram. Has Ram many books with Ram?

It does not read well. So we say—

That is Ram. Has *he* many books with *him*?

These words—*he, she, him—stand for the nouns, Ram* and *Sita*. They are *Pronouns* (*pro* = for).

The other pronouns standing for nouns are—

I, you, we, it, they (and their other forms: *me, use them*, etc.)

5. *Pick out the pronouns in Lesson 4.*

Learn:

Present	*Past*	*Past Participle*
buy	bought	bought
sell	sold	sold
like	liked	liked
want	wanted	wanted

a yard of } cloth, silk, etc.
a piece of }

a lot of books (rice, sugar, etc.)

a viss of sugar, coffee, etc.

a measure of rice, etc.

---

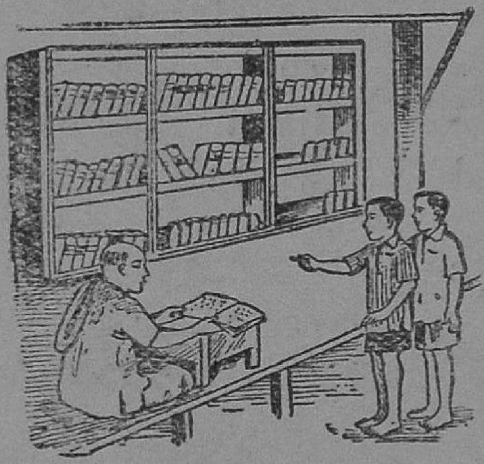
price	**buy**	**yard piece**	**viss**
silk	**again**	**sell-ing**	**wool-len**
	same (adj and pron.)		

LESSON FIVE

many much a few a little

Has Ram many books with him?

Yes, he has a lot of books with him.



Look at the shelves in the shop. There are a lot of books. We'll buy some story books.

That shelf doesn't have many books.

How many books are there on it?

There aren't many. There are a few books.

There are two or three books and they are picture-books.

How much rice has that man?

That man has a lot of rice in his baskets.

But there isn't much rice with this man.
He has a little rice.

How much milk is there in this jug?
There is a lot of milk in this jug.
There's a little milk in this cup.

R:—Will you give me some ink for my pen?
G:—Yes, here's my bottle of ink.

R:—There isn't much ink in it.
There's a little.

G:—Isn't it enough for your pen?
R:—No, it isn't easy to draw ink from the bottle.

This is a piece of cloth. It is silk. It is three-fourths of a yard. It costs seven rupees (Rs. 7) a yard. I shall give it to my sister and she will make a blouse from it. She will be happy.

EXERCISES

1. *Answer these in sentences*:
   (1) Is it a piece of cotton or silk cloth?
   (2) How long is it?
   (3) What does it cost?
   (4) What will my sister make from it?
   (5) Won't she be happy?

2. *Study the following and make sentences :*

There's	a lot of	water rice ink sugar	in this pot in this basket in this bottle in this bag
There are	a lot of	books pins boys	on this shelf in this box in the class
There's	a little	milk rice coffee	in the jug on the plate in the cup
There are	a few	girls books pencils	in the class on the table in the drawer

3. *Use 'much' or 'many' with 'not' in the following :*

(1) There is some milk in this cup.

(2) There are a few books in my bag.

(3) There is a little sugar in the tin.

(4) There are two or three girls in the school.

4. *Read the following, with 'a few' or 'a little' :*

e.g. There is not much ink in the bottle.
There is a little ink in the bottle.

(1) There is not much water in the well.

(2) There are not many trees in the garden.

(3) Many boys are not playing this evening.

(4) He did not talk much.

5. *Make a list of the pronouns in Lesson* 3.

Learn:

much × (a) little — *shelf—shelves*

many × (a) few

Present	*Past*	*Past Participle*	
cost	cost	cost	(no change)
draw	drew	drawn	
make	made	made	

---

shelf (shelves) **easy** **draw**

blouse **make** **cost-s (v.)**

a little **a few**

LESSON SIX

COMPARISONS *(Adjectives)*

more **fewer** **less** **than**

Your book has 60 pages. My book has 80 pages.

My book has **more** pages **than** yours.

Your book has **fewer** pages **than** mine.

Which book has more pages, mine or yours?

Who has more books, he or I?

There is **more** coffee in my glass **than** in your glass.

There is **less** coffee in your glass **than** in my glass.

(Your glass has less coffee than my glass.)

There is more water in this pot than in that.

Ram has more pencils than I (you)

I have fewer books than Ram.

There are more boys in this class.

This class has more boys than that class.

That class has fewer boys than this.

You have more books than he (I, she, you).

Kannan has a few friends, but Ram has a lot of friends.

Kannan has fewer friends than Ram.
Ram has more friends than Kannan.

EXERCISES

Learn: Numbers 1 to 100: also ordinals—eleventh to fortieth.

Here the comparison is between *two* persons or things: Ram and Kannan, your book and my book, etc.

Positive	*Comparative*
much	more
many	more
few	fewer
little	less

1. *Join each of these pairs of sentences into one as in the model below, using 'more, fewer, or less (than):'*

Model: He drank a lot of tea last evening. I drank a little.

(*a*) He drank more tea than I.
(*b*) I drank less tea than he.

(1) Our well has a little water. The school well has a lot of water.
(2) Ram has a lot of books. I have a few books.
(3) This cow gives a lot of milk. That cow gives a little milk.
(4) Sita's book has a lot of pictures. Ram's book has a few pictures.

2. *Change these into two sentences each:*

(1) He has more money than I.
(2) There are more books on this shelf than on that.

(3) There is less water here than there.
(4) I have fewer books than Ram.
(5) He reads more stories than I.

3. *Write these sentences in the comparative degree by filling in the blanks with suitable words. Words in brackets will help you.*

(1) Govind has —— work —— ——. (little, I).
(2) I have —— pencils —— ——. (few, he).
(3) That shelf has —— books —— ——. (many, this),
(4) This cup has —— water —— ——. (much, (your).
(5) My class has —— boys —— ——. (many, his),
(6) There is —— water in our well —— in the school well. (little).

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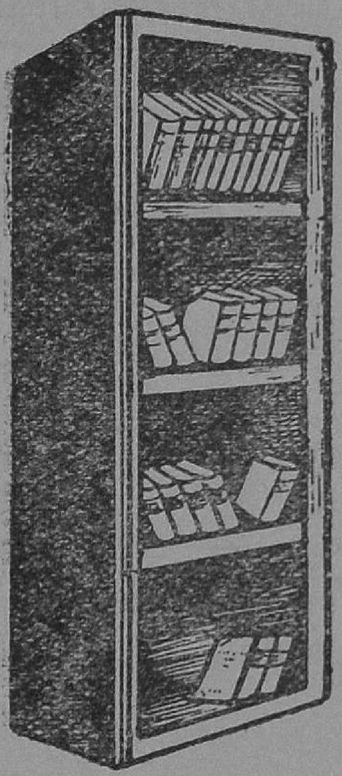
more **fewer** **less** **than**

LESSON SEVEN

COMPARISONS (*Continued*)

the most **the fewest** **the least**



The top (first) row has **the most** books and the **next** row has fewer books than the top (first) row.

The last or bottom row has **the fewest** books.

Mr. Narayan gave **the most** money to the school building.

I gave less money than Mr. Narayan and Mr. Govind gave **the least** money.

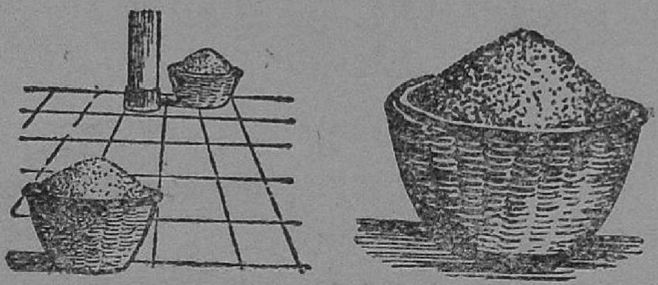
Which row has **the** most books?

Which row has **the** fewest books?

Look at these classes (classrooms).

This class has **the** most pupils (girls), and **that** has **the** fewest pupils (girls).

That basket has **the** most rice and this has **the** least rice.



My purse has **the** most money and yours has **the** least money.

Our well has a little water. The well in Gopal's house has less water, but the school well has the least water.

EXERCISES

1. *Answer these in sentences :*

   (1) Which row has the fewest books?

   (2) Which class has the most girls?

   (3) Whose purse has the least money?

   (4) Which well has the least water?

2. *Change these sentences, using 'most, fewest, or least' :*

   (1) I drank more tea than he or she.

   (2) This row has more books than the other rows.

   (3) He gave less money than others.

   (4) This house has fewer windows than the other houses.

   (5) Ram has more money than his friends.

3. *Make a list of the pronouns in Lesson 5.*

Learn : The comparative is used when *two* persons or things are compared.

The superlative is used when *more than two* persons or things are compared.

Always use *the* with the superlative: as *the* most, *the* fewest, *the* least.

top	×	bottom
most	×	least (fewest)

Positive	*Comparative*	*Superlative*
much	more	most
many	more	most
little	less	least
few	fewer	fewest

---

row	**top × bottom** **building (n.)**	**most × { least / fewest**

LESSON EIGHT

MONEY-ORDERS

Father: That's the postman. I'll get some money from your uncle.

Son :—Which uncle is it, your brother or mother's brother?

F :—It's my brother in Bombay. Here's the postman. Have you any money-order for me, postman?

P :—Yes, sir. It's fifty rupees. I have a hundred-rupee note. Have you change for the hundred-rupee note? (giving the M. O. form to the father for signature.)

F :—Yes, I have. (Going in and bringing five ten-rupee notes) Here's fifty (giving it to the postman and taking the hundred-rupee note).

(The postman goes away).

S :—How does uncle send the money from Bombay?

F :—He pays the money into the post-office in Bombay with the M.O. form. On this form he writes my name, address and the amount of money. The post-office takes the form and the money. It keeps the money and sends the M.O. form to the post-office here by train. This office gets the M.O. form and pays me the money then.

S :—How many times does the postman bring us letters?

F :—He brings them three times every day.

S :—How often does he bring the money-order?

F :—He brings money-orders once. He never brings them twice, but he brings us letters three times a day.

S :—How often do you write to uncle in Bombay?

F :—I write once a week. I wrote to him last week and I'll write to him again next week.

EXERCISES

1. *Complete the following, putting in suitable words in the blanks. The words are given below :*

Your uncle — the money — the post-office — Bombay. — this form he writes my name, — and the — of money. The post-office takes — — and the money. It — the money and sends the money-order — to the post-office —. The post-office — gets the M.O. form and — me the money.

(into, pays, on, in, here, form, amount, here, the, address, pays, keeps, form)

2. *Answer these in sentences :*

   (1) How many times does the postman bring us letters ?

   (2) How often does he bring money-orders ?

   (3) How often do you write to your uncle ?

   (4) How many English lessons have you in a week ?

   (5) Do you have Hindi once a week or twice ?

   (6) Do you go to the cinema more often than Ram ?

Learn :

Pres.	*Past*	*Past Part.*
send	sent	sent
write	wrote	written
bring	brought	brought
pay	paid	paid

Male		*Female*
uncle	—	aunt

a five-rupee
ten-rupee
two-rupee
hundred-rupee } note

once, twice, three times, etc.

more often × less often

(go, send) by train.

---

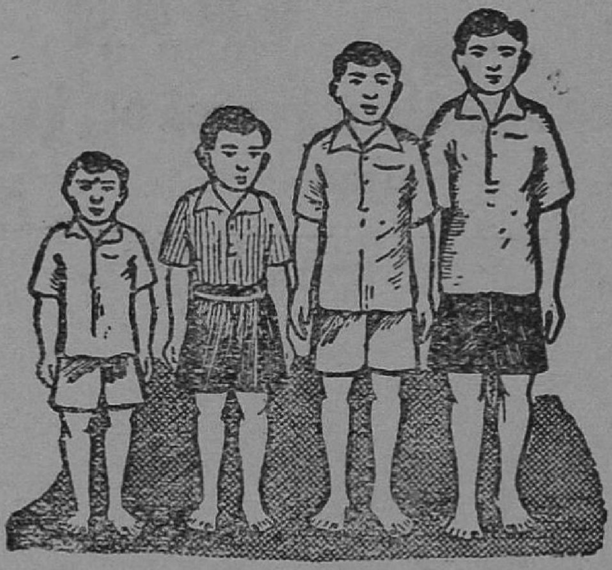
uncle	**for**	**change (n.)**	**note (n.)**	**form (n.)**
pay (v.)		**address (n.)**	**amount (n.)**	**keep (v.)**
	once	**twice**	**often**	

LESSON NINE

COMPARISONS (*Continued*)

tall-er	**long-er**	**more beautiful**
-est	**-est**	**most beautiful**

Look at these boys.



D C B A

D is **tall**. **C is taller than D.**

B is taller than **C.** A is taller than B.

A is **the tallest** boy **of all** (the boys).

I am taller than you.

You are taller than he.

I am taller than you (and he).

I **am** the tallest of the three.

Ram is taller than Gopal.

Gopal is **shorter** than Ram.

Who is the tallest boy in the class ?

Who is **the shortest** boy in the class ?

Ram is the tallest, and Gopal is the shortest, boy in the class.

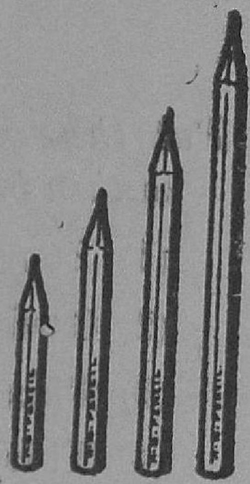
Look at these pencils.

This is the first pencil and it is long.

The next pencil is longer than the first.

The next pencil is longer than the second.

The last pencil is longer than the third.



The last pencil is **the longest** pencil of all (the pencils).

Point out the longest bench in the room.

Whose pencil is the longest ?

Who is taller, Ram or Gopal ?

Ram is taller than Gopal.

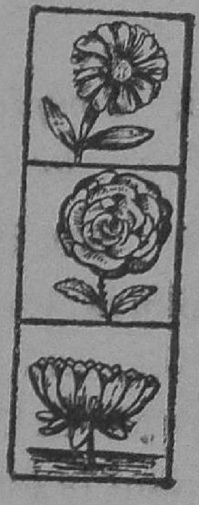
(Gopal is shorter than Ram).

In summer the morning is hot, and midday or noon is **the hottest** part of the day.

The lily is a beautiful flower.

The rose is **more beautiful** than the lily.

But the lotus is **the most beautiful of all flowers.**



The first lesson in the book is the easiest of all (the lessons).

EXERCISES

1. *Put these in the comparative: the adjectives are given within brackets:*

   (1) Your pen is —— mine. (long)

   (2) Govind is —— Gopal. (short)

   (3) This shelf has —— books —— that. (many, few)

   (4) This jug has —— milk —— that. (much, little)

   (Answers to 3 and 4 are two sentences each).

2. *Put these in the superlative form: the adjectives are given within brackets:*

   (1) Noon is —— part of the day. (hot)

   (2) This is —— room in the school. (large)

   (3) Ram is —— boy in the class. (tall)

   (4) The lotus is —— of all flowers. (beautiful)

   (5) Gopal is —— boy in the class. (short)
   He is also ——. (clever).

3. *Complete the following sentences using the comparative or superlative wherever necessary:*

Sita is a clever girl. She is a pupil of the second form. She is (clever) than Uma. Uma has (many) books than Sita, and she also reads (much) than Sita. Uma is (short) pupil in the class. Sita is (clever) pupil in the class and Ram is (tall) pupil (in the class).

Learn :

There are two ways of forming comparatives and superlatives of adjectives :

(*a*) add *-er* (comparative) and *-est* (superlative)
(*b*) add *more* („) and *most* („)
to the adjective.

Positive	*Comparative*	*Superlative*
tall	taller	tallest
long	longer	longest
short	shorter	shortest
clever	cleverer	cleverest
easy	easier	easiest
beautiful	more beautiful	most beautiful

---

tall **beautiful**

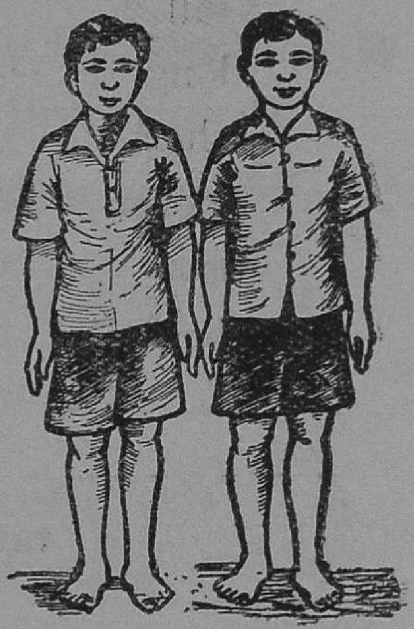
LESSON TEN

COMPARISONS *(Equals)*

as — as

He is as tall as I.

This bench is as long as that.



My book has as many pictures as yours.

You are not as tall as I (he).
I am (he is) taller than you.

Gopal is not as tall as Ram.

Is Gopal as tall as Ram?
No, he is not (as tall as Ram).

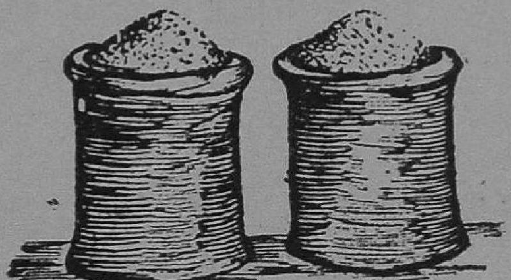
The rose is not as beautiful as the lotus.

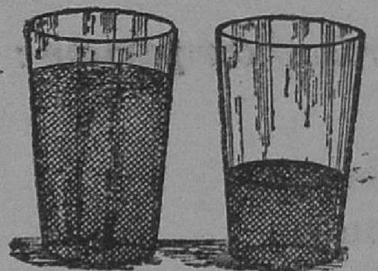
This room is not as dirty as that.

The evening is not as hot as the morning.

Father is as kind to me as Mother.

There is as much rice in this bag as in the other.





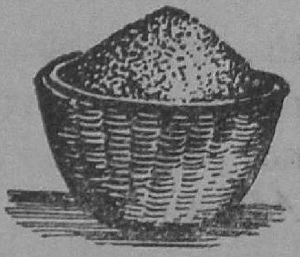
There is not as much coffee in my glass as in yours.

How many times did you throw the ball?
I threw it as many times as you (he).

How often did you run round that tree?
I ran round it as often as you.

Look at the baskets in the picture.
There is rice in each basket.

This rice is good. This rice is **better** than that. This rice is **the best**.



This rice is not the best, but it is very good.

Ram is the best boy in the class.

Kannan is a good boy. But he has bad friends. Lakshman is a **bad** boy. Madhav is **worse** than Lakshman. But Venu is **the worst (of all)**.

Yesterday your play was bad. Mine was **worse** than yours. But Govind's play was **the worst**. Who played the worst?

EXERCISES

1. *Fill in the blanks with suitable words of comparison :*

   (1) This is — long — that.
   (2) Govind is — than Ravi. (short)
   (3) Sita is — beautiful than Padma.
   (4) My ink is — than yours. (good)
   (5) You are — bad — he.
   (6) The lily is not — beautiful — the rose.

2. *Change these into the comparative form :*

   (1) He is not as tall as I.
   (2) The evening is not as hot as the morning.
   (3) I am not as bad as he.
   (4) Uma is not as clever as Sita.
   (5) He is not as kind as you.
   (6) I don't go to the station as often as Ram.

3. In the following—

a clever boy, a yellow flower, a long stick,

the words *clever, yellow, long* tell you more about the nouns after them. All boys are not clever, all flowers are not yellow and all sticks are not long. These words are *Adjectives.*

An adjective is a word used before a Noun and adds to the meaning of the Noun. (*Adjective*=added to).

Point out the adjectives in these sentences :

1. It is not a large garden.
2. This is a clean room.
3. That is an English book.
4. He has dark hair.

5. I gave him three oranges.
6. There is a little rice in the bag.
7. The price is three rupees, nine annas and six pies.
8. Bring the red book here.
9. There are many pictures in my book.

Learn: *good* and *bad* form their other degrees irregularly:

good — *better* — *best*
bad — *worse* — *worst*
hot — *hot-ter* — *hot-test*

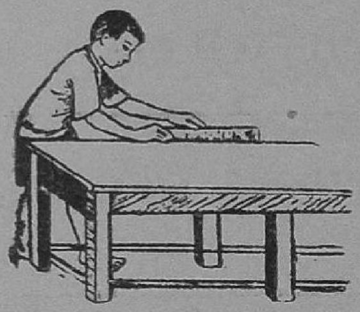
---

as-as	**kind**	**better**
worse	**worst**	**best**

LESSON ELEVEN

How tall ? **How long ?** **How high ?**
How wide ? **How deep ?** **How heavy ?**

Teacher: How long is this bench ? Take the foot-rule, Ram, and measure it.

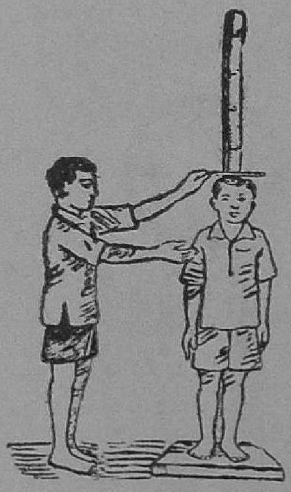


Ram (measures it) : It is five feet long.

T :—How wide is it ?

R (measuring) :—It is one foot three inches wide, sir.

T :—How tall is Ram ? Gopal, measure him and tell me.



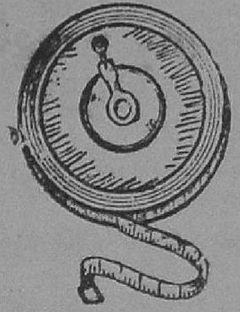
[Gopal places Ram against the pole. He puts the foot-rule over Ram's head and marks the place on the pole. Then he reads the height of the boy on the pole.]

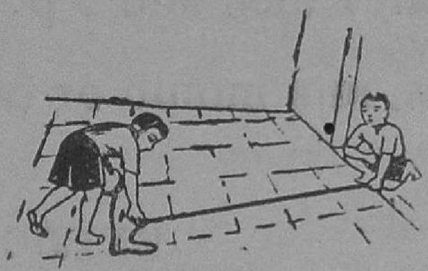
G :—He is four feet nine inches tall.

T :—How tall are you ?

G :—I am four feet six inches tall.

T :—You are not as tall as Ram. How wide is the floor? Get a tape-measure and we shall take its width. (After measuring its width) It is seven feet six inches wide.





How deep is the box? Govind, tell me.

G (using foot-rule) :—It is five inches deep.

T :—You get the length, width and depth of things in the same way.

Our well is thirty feet deep and three feet wide.

Each of the walls is ten feet high and twenty feet long.

How heavy is this bundle?

R (weighing it) :— It is three pounds. It is not heavy.

T :—How much do you weigh?

R :—Here's a weighing machine, and I shall soon know it. (Weighs himself) I weigh 65 pounds.

T:—No, that's not enough. You are not as strong as Gopal. He weighs 70 pounds. Pick up more weight. Play more, eat well and sleep well.

R:—Shall I then add 5 pounds to my weight?

T:—Yes, in a month or two.

EXERCISES

1. *Write the length and width of your Hindi book, one of your note-books, and the height and weight of one of your brothers (sisters).*

2. *Write 5 or 6 sentences about your father, mother, or brother (sister).*

   [name—age–height—weight—time of going to bed and getting up, etc.]

3. *Complete these sentences with the right words (given in brackets) in the blanks:*

   (1) The wall is eight feet — . (tall, high, deep)

   (2) The inkpot is three inches — . (long, deep, heavy)

   (3) The window is two feet six inches — . (long, tall, wide, heavy)

   (4) He weighs seventy —.

   (5) Sita is four feet — . (high, wide, tall)

4. *Read these*—

The school *has* a garden. (What does the school *have*?)

Boys *play* in the evening. (What do boys *do*?)

The words *has* and *play* are Verbs. A verb is a *saying* or *doing* word. Every sentence has a verb.

The verb is sometimes a single word and sometimes is more than one word (*e.g. is going, will go, shall play*).

Point out the verb in each of these:

(1) The boys make a loud noise.
(2) He is walking on the road.
(3) I shall go to market.
(4) He will do his homework tomorrow.

Learn:

Adjective	*Noun*	*Singular*	*Plural*
long	length	foot	feet
wide	width	inch	inches
deep	*depth*	pound	pounds
high	*height*		

weigh (*v.*)—weight

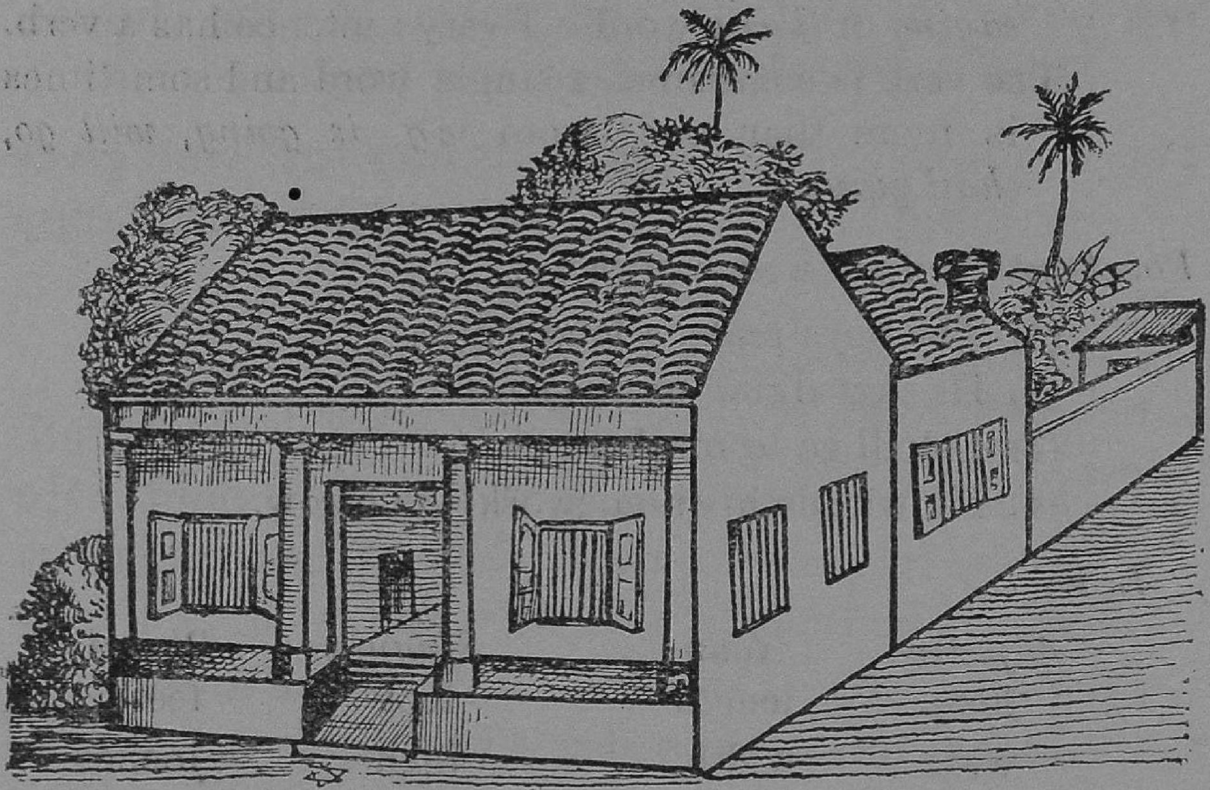
in a { month or two / day or two / week or two }

---

high	**wide**	**deep**	**heavy**
foot-rule	**inch-es**	**tape-measure**	**weigh**
measure (v.)	**pound-s**	**machine**	**soon**
enough	**pick up**	**strong**	

LESSON TWELVE

WHAT IS YOUR HOUSE LIKE?



It is a large house. It has half a dozen windows. Its walls are white and clean. There are five rooms in it.

We read in a large room and all our books are there. We have chairs and tables there.

There is another large room opposite to ours.

We have our beds in another room and we sleep there. This is not as large as the other. Our parents have another room and there they sleep at night.

In the large room opposite to ours we have rice, sugar, coffee and other things. We eat our meals in the fifth room. This is a very large room.

We have a well at the back of the house. Here we wash our face and hands.

The windows give us good air and the well gives us good water. We are healthy and happy here.

G :—What is your friend (Ram) like?

P :—Ram is tall. He is four feet nine inches tall. He is fair in colour, and has dark hair. He is a very clever lad. I am not as clever as he.

G :—Your shoes are very old. Mine are not as old as yours. Why don't you get a new pair?

P :—I'll soon get a new pair.

G :—How deep is your well?

P :—It's very deep. But it isn't as deep as the school well; it isn't also as wide as the school well.

EXERCISES

1. *Answer these in sentences*:

(1) How many rooms and windows has the house?
(2) What do the windows give us?

(3) Where is the well? Is the water good or bad?

(4) Is the well as deep as the school well?

2. *Complete the following, using the words given below in the blanks:*

We have our beds — — room — we — there. This is not — large — the other. Our — have another room and — they sleep — —.

(and, at, night, another, in, as, parents, sleep, as, there)

3. *Read these sentences using "not, as—as":*

(1) Ram's house is larger than mine.

(2) The well in the school is deeper than our well.

(3) Our house has more windows than your house.

(4) You sleep longer than I.

(5) This bundle is heavier than that.

Learn:

at night

Positive	*Comparative*	*Superlative*
deep	deeper	deepest
heavy	*heavier*	*heaviest*
wide	wider	widest
dark	darker	darkest

Note same sound: *fair, pair, hair.*

---

health-y	**shoe-s**	**very**
dark	**hair**	**opposite (to)**
white	**pair**	**back (n.)**
fair	**well (n.)**	
	meal-s	

LESSON THIRTEEN

REVISION (*Tenses*)

What are you doing (now)? I am reading English.

What did you do before this? I played with my little brother.

What will you do after this? I shall eat my food and then go to bed.

What does your brother do? He has a book-shop and sells books.

What is he doing (now)? He's having his tea.

What did he do last year? He didn't do anything. He didn't get any work.

Is your father at home? Yes, he is.

What's he doing? He's reading a newspaper.

Didn't he read it in the morning? No, he didn't. He had no time then.

What will he do after reading the newspaper? He'll go to the club and will come back home at 8 o'clock.

Do you always go to bed at half-past nine? Yes, I always do.
(No, I sometimes go to bed at nine.)
I never go to bed before 9 or after 9-30.

EXERCISES

1. *Change each of these sentences, using 'last week' and 'next week:'*

   Model: I read English in the morning.

   (*a*) Last week I read English in the morning.

   (*b*) Next week I shall read English in the morning.

   (1) My father goes to the club at 7 o'clock.
   (2) We have our breakfast at six.
   (3) They walk to the station in the evening.
   (4) Sita does her homework in the morning.
   (5) Gopal is running round the playground every evening.

2. *Change the above into negative statements*: (*use* '*not*').

3. *Put in the full stop and the question mark in the following and use capital letters wherever required*:

   (1) isn't he going to school now
   (2) he is learning hindi three times a week
   (3) i am not going with you to market
   (4) have you a good pen
   (5) yes, i always do but i sometimes go to bed at 9 o'clock
   (6) you aren't as clever as gopal
   (7) ram and mohan are brothers
   (8) will you be going to bombay next week
   (9) shall we go to the station

Learn:

at home

come back home

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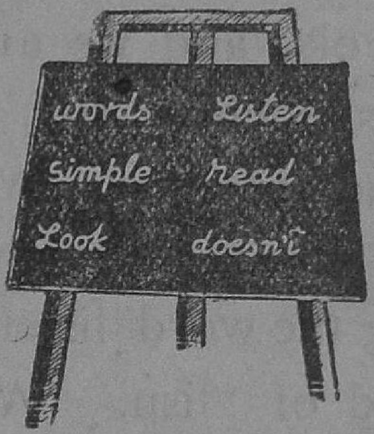
club **newspaper**

LESSON FOURTEEN

LOOK AT LISTEN TO



T :—Look at the board.

How many words are there on the board?

P :—There are half a dozen words.

T :—Read the second word on the board.

P :—It is 'simple.'

T :—What is the last word?

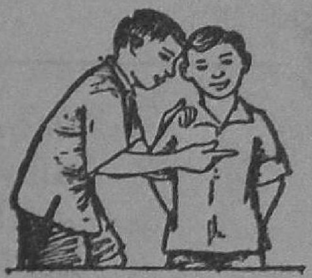
Ram is looking at the board.

He is reading the words on it.

T :—Listen to Ram. He will say something to you.

(Ram whispers something to Gopal).

Gopal, What did Ram say to you?



G :—He said—' Look at the board.'

P :—We are {listening to our teacher. / looking at the board.

T:—Are you listening to me?

P:—Yes, sir, we are.

T:—Sita, you aren't listening to me.

You are looking at the book in your hand.

We are looking at our books and we are listening to our teacher. He is teaching (us) a new lesson. He is now reading a sentence. We are listening to his reading. We are reading the sentence after him. He is saying the word 'listen' again. The word has the sound of 'lisn.' We are saying it many times, and we are saying it right now.

EXERCISES

1- *Write the comparative of these words against each in column 2 and the superlative in column 3:*

1	2	3
long	*longer*	*longest*
many		
little		
beautiful		
clever		
easy		
much		
good		
bad		

2. *Under column 1 are given some words. Write their plurals opposite each under column 2:*

1	2
man	*men*
leaf	
foot	
inch	
box	
shelf	
bench	
story	
glass	

3. *Write these as sentences so as to give sense:*

(1) the at board look
(2) the give air good us windows
(3) more Sita books has Uma than
(4) is as he not clever I as
(5) many are days how a in there week
(6) rice how is much in there basket that

4. *Under column 2 below write the words opposite in meaning to the words in column 1:*

1	2
few	
long	
day	
more	
top	
most	
best	
clean	

Learn:

look at
listen to

look (at) **listen (to)**

LESSON FIFTEEN

with **see** **hear**
smell **feel**

I write **with** my pen (pencil).

We {clean the board **with** a duster.
sweep the floor with a broom.

We wash our hands with water.

We {
eat with our mouth.
walk with our feet.
hear with our ears.
smell with our nose.
see with our eyes.
feel with our hands.

T :—Look at this picture.

P :—I am looking at the picture.

T :—(removes the picture) What did you see?

P :—I saw a garden, some trees and many flower plants. A girl was looking at the flower.

T:—(Boys outside have made a loud noise) What did you hear?

P:—I heard a loud noise. There's that noise again.

EXERCISES

1. *Answer these in sentences:*

   (1) What do we hear with?
   (2) What do you feel with?
   (3) What do we smell with?
   (4) What does the teacher clean the board with?
   (5) What does she sweep the floor with?
   (6) What do we wash our hands with?
   (7) What am I writing with?
   (8) What is he writing on the board with?
   (9) What do we see with?
   (10) What is he measuring {the cloth / the bench / the wall} with?

2. *Write in column 2 the past tenses of the words in column 1:*

1	2
buy	
tell	
bring	
teach	
catch	
throw	
sell	
take	
have	

***Learn*:**

Note the meaning of *with* in

(1) Ram is walking *with* his father.

(2) I am cleaning the board *with* a duster.

Present tense	*Past tense*	*Past participle*
feel	felt	felt
smell	smelt	smelt
hear	heard	heard

---

loud **noise** **duster** **broom**

feel (v.) **smell (v.)**

LESSON SIXTEEN

HABITUAL PRESENT

(like, want, know, etc.)

I like apples and my brother likes mangoes.

I want money. But he is rich and does not want any money.

I know Ram but he does not know you.

We love our parents and they love us.

He remembers me, and I remember him.

I understand Hindi. My sister does not understand it.

Our country needs rain very much.

How shall we clean the board?

We have no duster and we need one very much.

Our parents love us very much. Our teacher is kind and he loves us all very much. But Gopal does not love him at all. He does not like his lessons at all. But he plays games very well.

Kannan likes Hindi very much and he is always reading Hindi stories. He understands

Hindi very well. He also speaks it very well. He reads English also very well. He sometimes speaks to me in Hindi, but I do not understand it at all.

EXERCISES

1. *Read the following with 'very much' or 'very well':*

   (1) He knows me ——.

   (2) I like mangoes ——.

   (3) He understands English——.

   (4) I want a cap ——.

   (5) The class needs a duster ——.

   (6) He reads English ——, and speaks it——.

   (7) Parents love their children ——.

   (8) Madras needs rain ——.

2. *Change the following, using 'not — at all' with each sentence:*

   (1) The teacher is very kind to me.

   (2) We speak Hindi very well.

   (3) The teacher gives us homework every week.

   (4) He drinks coffee very much.

   (5) This book is very old.

   (6) It is very hot to-day.

3. *Make a list of the nouns and pronouns in this lesson:*

Learn:

very much }
very well } not—at all

Note position of *at all* in the sentence.

Present	*Past*	*Past participle*
like	liked	liked
know	knew	*known*
understand	understood	understood
need	needed	needed
love	loved	loved
remember	remembered	remembered

like (v.) **love (v.)** **need** **want** **understand**
know **remember** **mango-es**

LESSON SEVENTEEN

WHOM DID YOU GIVE IT TO?

Father:—I saw you yesterday with three boys in the market. Who were they?

Son:—They were Kannan, Venu and Madhav.

F:—I know Kannan and Venu very well. But who is Madhav? Is he Mr. Rajan's son?

S:—Yes, he is.

F:—He's not a good boy. He loves his games more than his books. Do you meet him often?

S:—Not often: twice or three times a week.

F:—Where's the picture-book? It isn't here. Whom did you give it to?

S:—I gave it to Kannan. He'll give it back tomorrow.

F:—Whom were you talking with this morning?

S:—He's Venu's brother. He understands Hindi very well. He often helps me in my Hindi work.

F:—That's very good. Are you going to bed now?

S :—Yes.

F :—Have you no homework? It's only half-past eight.

S :—I've homework, but I'll do it in the morning. I'll get up early and do it.

F :—Good night. Go and sleep well.

EXERCISES

Learn:

Whom are you looking (laughing) *at*?

Whom were you playing *with*?

Whom did you give your pen *to*?

instead of

At whom are you looking (laughing)?

With whom, etc.?

To whom, etc.?

Read these:

Whom do you love?

Whom did you see { at the station? / on your way?

1. *Here are two parts of sentences, in columns 1 and 2. Take a part from col. 1, and complete the sentence by choosing a suitable part from col. 2.*

1	2
(1) We go back to school	or half a dozen cups
(2) I never go to bed	very old
(3) There are six	before 2 o'clock
(4) He pays the money	as often as you
(5) Father is kinder to me	into the post-office in Bombay
(6) He ran round the tree	in the class
(7) Ram is the tallest boy	than the teacher
(8) Your cap is	part of the day
(9) He remembers me	after 9 o'clock
(10) Midday is the hottest	very well

2. *Complete these sentences by using suitable Verbs :*

(1) Mohan ——
(2) This class ——
(3) Our garden ——
(4) Whose picture ——
(5) Which boy ——

early (× late)

LESSON EIGHTEEN

I saw Ram (him) reading

I am smelling this flower : (intentional)

I smell something burning : (not intentional—can't help it)

I am feeling this box : (intentional)

I felt a nail in the box : (intentional)

Something is burning. I smell the burning.

I smell something burning : (not intentional)

I am looking at him. He is writing.

I am looking at him writing : (intentional)

I saw Ram. Ram was reading.

I saw Ram reading : (not intentional)

Sita is singing. I am listening to Sita.

I am listening to Sita singing : (intentional)

I heard her (Sita) singing : (can't help it)

Whom did you hear singing (laughing, etc.) ?

Whom did you see reading (writing, etc.) ?

EXERCISES

Learn :

I am looking at (I saw)	him her Ram	writing running jumping
I am listening to (I heard)	her him you	singing reading speaking, etc.

The verbs within brackets show actions that one cannot help or that do not require attention.

1. *Combine each of the following into one sentence:*

   (I) He was running. I saw him.

   (2) I am writing. My father is looking at me.

   (3) Ram was speaking. His friends heard him.

   (4) Gopal is reading. I am listening to him.

   (5) He was jumping. I was looking at him.

   (6) Govind was reading. The teacher was listening to him.

   (7) The boys were playing. We saw them.

   (8) He was going to school. I was looking at him.

2. *Say which of the above is intentional (requiring attention), and which is not.*

LESSON NINETEEN

ADVERBS OF MANNER

How ?

Look at these boys.

This boy is walking slowly.

That boy is running quickly.

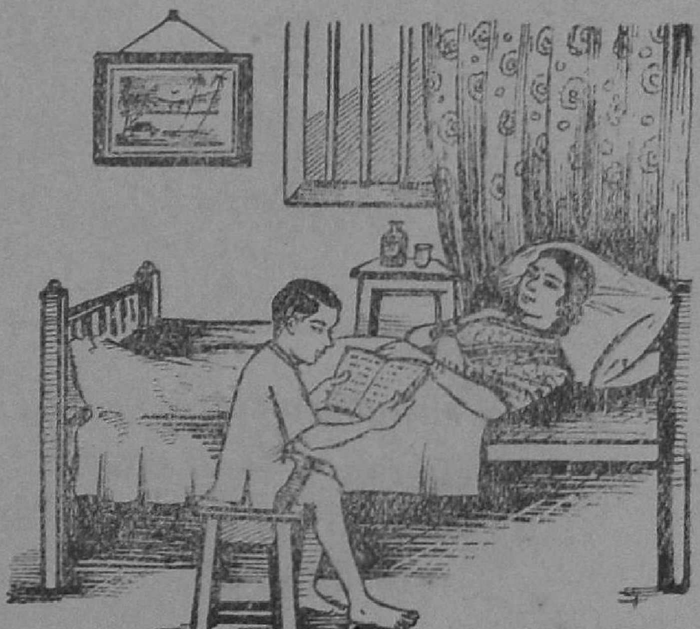
There is much noise in the class.

Why are you talking loudly ?

I am looking at your note-books.

That boy is reading quietly to his mother.

How is that boy reading to her ?



I heard Sita singing yesterday.

She was singing sweetly.

How does your father speak to you ?

He always speaks kindly to me.

Kannan's father	sometimes never	speaks kindly to him
He will •		speak kindly to him

Read the eighteenth lesson silently.

How did you walk to school ?

I walked quickly to school and I was not late.

Write the answers neatly in your note-book.

EXERCISES

1 *Write in col. 2 the adverbial forms of words in col. 1:*

1	2
quick	*quickly*
neat	
sad	
quiet	
clever	
kind	
sweet	

2. *Put in suitable adverbs in '-ly' in the blanks:*

(1) He ran —— to school.

(2) He read his book —— and we didn't hear him reading.

(3) My teacher spoke —— to me yesterday.
(4) The boys were talking —— in the class.
(5) He is writing —— in his note-book.

3. *Use 'always, sometimes or never' in these sentences:*

(*a*) I drink tea in the morning,
Gopu comes late to school,
We have water in our well.

(*b*) He will take a bag to school.
We shall go late to school.
They will have games in the evening.

Learn:

A very common way of forming adverbs is by adding *-ly* to adjectives :

e.g. quick-ly, sad-ly, etc.

---

quickly × slowly **quietly**

silently × loudly **sweetly**

LESSON TWENTY

POSITION OF ADVERBS

Today is the market day.

I shall get up early and shall go to the market quickly.

I shall buy rice, coffee, sugar and some vegetables there.

Then I shall come back home quickly.

I shall have a bath, eat my food and go to my office in time.

(At the market)

There are a lot of vegetables there.

An old woman is selling them.

I shall first buy rice, coffee and other things here.

Sankar is here before me. He has his bag full of vegetables.

Both of us returned home together. He went back to his house and I came back to mine.

I walked quickly to my office this morning and I was not late at all.

There was much work and I worked hard.

At five in the evening, I stood up from my table, locked it and came out quickly.

I then went to a shop by bus. My boys wanted some shirts. I bought some shirting cloth and took a bus again. I came back home at seven.

EXERCISES

Learn :

Note position of Adverbs :

I walked	to my office quickly	quickly to my office	this morning.

This morning | I walked | quickly | to my office.

The common order is :

(*a*) place — manner — time

also (*b*) manner — place — time

(*c*) time — manner — place

Adverbs of place :

to the market

——— station

——— office, etc.

on (under) the table, etc.

1. *Make 2 sentences of each kind like the above.*

2. *Complete these with adverbs of place (words given within brackets)* :

Model : He is putting the bag —. (desk)
He is putting the bag *on his desk*.

(1) He is walking quickly —. (station)
(2) He was writing neatly —. (note-book)
(3) I shall go — tomorrow. (Bombay)

(4) I went — last week. (Ram's house)
(5) The teacher is cleaning the board —. (duster)
(6) He is putting the box —. (floor)
(7) He is looking up —. (ceiling)
(8) We are listening —. (teacher)

3. *Complete these with adverbs of manner :*

(1) He was walking — to the market.
(2) He is reading his book —.
(3) My father speaks — to me.
(4) He doesn't speak Hindi —.
(5) Gopal always talks —.
(6) Ram runs as — as Gopal.

4. *Complete these with adverbs of time (given below) :*

(1) — I did not go to school.
(2) I always get up —.
(3) He never goes to school —.
(4) I got up early and was — at the station.
(5) The train came to the station —.
(6) He writes —.

(at 6 o' clock, on Monday, soon, badly, late, in time)

---

vegetables	**return-ed**	**late**	**hard**
lock-ed	**shirting (cloth)**		

LESSON TWENTY-ONE

ADVERBS—COMPARISON

Raghu is a lazy boy and he always goes to school late.

Ram never goes to school late. He is always early and he is in the class at a quarter to ten. Sundar is in the class earlier than Ram and Venu comes earlier than Sundar.

Who goes always late to school?

Who never goes late to school?

Who goes earlier, Sundar or Venu?

Who runs more quickly, Raghu or Ram?
Ram runs more quickly than Raghu.

Venu comes (to the class) **the earliest.**

Raghu comes **the latest** (last). He is **the laziest** boy in the class.

Ram runs **the most** quickly.

Ram writes well. Sundar writes better.
Venu writes **the best.**

Kannan reads Hindi badly.

Raghu reads it worse than Kannan.

Venu reads it **the worst** (of all).

Raghu does not run as quickly as Ram.

Kannan runs as quickly as Sundar.

Sundar understands Hindi as well as Kannan.

I wrote as quickly as he did.

The teacher spoke to me as kindly as my father (did).

He knew me as well as you (did).

EXERCISES

Learn :

Irregular comparisons :

Positive	*Comparative*	*Superlative*
good / well	better	best
bad / badly	worse	worst

Comparatives and superlatives of adverbs are formed in the same way as those of adjectives :

e.g.	early	earlier	earliest
	late	later	latest

quickly, slowly, etc.	more	quickly, slowly, etc.	most	quickly, slowly, etc.

Note difference in meaning and use of

latest — last

(time) (order or rank)

He	ran read walked	as quickly	as	Madhav you, I, etc.	did

He is	as good	as	I (am) you (are) Ram (is)

I am now	as well	as I was	last week before, etc.

Rewrite the following using 'as—as' or 'not, as—as :'

(1) Raja did the sum more quickly than Gopu.
(2) Sita understood English better than her brother.
(3) His writing is worse than yours.
(4) Ram talks louder than Govind.
(5) He does not write more neatly than you.
(6) The teacher is not kinder to me than my father.
(7) This book does not have more pages than that.
(8) Ram is walking more slowly than his sister.

lazy	**neat-ly**

LESSON TWENTY-TWO

like for (purpose)

Teacher : Ram, your cap and coat are like your broher's. Look at his face, boys. It is like his brother's. Ram is like his brother, and both are like their father.

Draw a picture like this on the board.

Write some sentences like the above.

This pen is like { yours. / his. / hers. / mine. }

This bag is for my books. This small box is for my pens and pencils.

What is that bag (box) for?

We play games for health. This playground is for the pupils of the schools.

We work for money.

What do we work for?

What is	the desk the drawer the note-book	for?

EXERCISES

Learn :

What is the box *for* ?

——— is he looking *at* ?

What do you write *with* ?

——— we play games for ?

work for, *play for*.

Fill in the blanks with 'like' or 'for' suitably :

1. This picture is not — the picture on the board.
2. I don't work — money.
3. These books are — us.
4. Sita is — her mother.
5. This sari is — Sita, and it is — her mother's.
6. This pen is a present — him from his father.
7. This coffee is — my lunch.
8. These benches are — them (boys), and the chair is — the teacher.
9. Sita is tall — her mother.
10. This room is — our work.
11. This paper is — our note-books.
12. His writing is — yours.

(like) **above**

LESSON TWENTY-THREE

(have)

What have you for breakfast?

I have bread and coffee for breakfast.

Has the school a playground and a garden?

Yes, the school has a large playground and a beautiful garden.

How often have you English and Hindi in a week?

We have English every day, but we have Hindi twice a week.

How many days has July?

How much time have you for work?

I have a lot of time and I have a lot of work. But I haven't much money.

Has he any time for this work?

No, he hasn't.

(No, he hasn't much time for it).

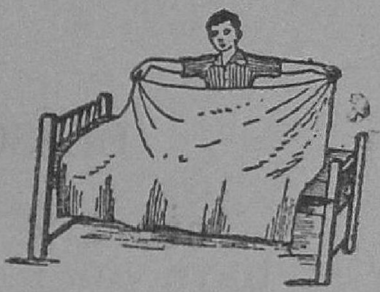
What is he doing?

He is making a box for the school.

When does your mother make tea?

She makes it in the evening for us.

Who makes your bed every day?



I do. (I make my bed every day).

What is she doing?

She is making a fire for coffee.

Twelve inches make one foot.

How many inches make one foot?

Three feet make one yard.

EXERCISE

Fill in the blanks with the words given below:

My mother gets up —. Then she — for coffee. We — coffee at seven. At nine my brother and I eat our morning — and go to school. My brother goes to — school. I am much — my brother. My mother has — between ten and one. She will be reading — newspaper — story book then. At a quarter to one she will put the book — paper on the table and will — for us. We have some cake — bread with coffee for —, and at 1-30 we go back to school.

(have, makes a fire, the earliest, another, like, meal, or, a lot of time, or, some, lunch, and, make some coffee.)

Learn:

make the bed
make a fire
make coffee (tea)

---

fire

LESSON TWENTY-FOUR

start × finish   for (time)

Our Hindi lesson starts at a quarter to eleven. It finishes at half-past eleven. We have Hindi for three-quarters of an hour.

When did you start this work?

When will you finish it?

I started it at 8 o'clock and I shall finish it at 11 o'clock.

When do you start for the station?

I shall start for the station in half an hour. It is twenty past ten now. The train will be at the platform at a quarter to twelve.

Yesterday I went to your house at 10 o'clock and I waited there (for you) for two hours.

I went to Calcutta last month and I was there for two weeks.

How long does your school work every day?

It works for five hours and a quarter every day.

In the forenoon (morning) it works for three hours and in the afternoon it works for two hours and a quarter.

EXERCISES

Learn :

(1) He started for Bombay yesterday.

(2) The people of the village started a Girls' School last year.

1. *Write 3 sentences like (1) and (2) above.*

2. *Complete these sentences with 'start, finish or for,' whichever is suitable :*

(1) This pen is — your sister.

(2) He works in the morning — two hours.

(3) I start — school at 9-30.

(4) He is doing the work and will — it in an hour.

(5) The school — work at ten and — it at one — lunch.

(6) The train will — — Madras in 5 minutes.

(7) The game — at five and — at six.

(8) Will you — this work tomorrow and — it next week ?

(9) He began the work last week and — it in four or five days. He did not work — a long time.

---

start × finish

start for (Bombay)

LESSON TWENTY-FIVE

THE PRESENT PERFECT

There is a teacher writing in a room. He is writing some short stories for children.

There are boys in the next room and they are making a lot of noise.

Balu (to other boys): Our teacher is writing in the next room. Make no noise, please.

There was not much noise for a short time. But after a quarter of an hour, the boys began to talk as loudly as before. But the teacher was still writing in the room.

Balu (to other boys):—This is very bad.

Kannan: Is he still there?

B: Yes, he is still writing. He has been here since 10 o'clock. He has been writing for three-quarters of an hour. We have also been making a lot of noise since 10 o'clock.

I have been reading here for five years, and I am still reading here.

We have been living in this house for ten years (and we still live here).

Mr. Surya has been a teacher here for four years (and he is still here).

I was a teacher here for two years, but I am not here now.

He has been waiting for you since 8 o'clock (and he is still there).

Have you been waiting here long ?

I have been waiting here for a long time.

How long have you been waiting here ?

I've been waiting for an hour and a half.

How long have you been reading the book ?

EXERCISES

Make as many sentences as you can from the following :

We've been He's (she's, they've, I've, youv'e) been	playing writing standing waiting living	for an hour for a long (short) time since 4 o'clock, etc. for two years, etc. since 1951

Every sentence has two parts :

1	2
e.g., The boy	is reading
I	go to school early
That book	is red

Part 2 has the verb and Part 1, the noun (or pronoun).

The Verb says something about the noun (or pronoun). The doer of the action (*Subject*) is in Part 1 and the action (*Predicate*) in Part 2.

Divide these into Subject and Predicate parts :

e.g. This cow gives a lot of milk.

Subject part	Predicate part
This cow	gives a lot of milk.

(1) Ram is running to school.

(2) They are playing in the school ground.

(3) I go to bed at nine.

(4) He has no picture-books.

(5) Some schools close at a quarter past four.

(6) Govind and his father are walking.

Learn :

He's = he has (he is)
She's = she has (she is)
I've = I have : so *we've* (=we have); *you've*, *they've*.

for a long (short) time

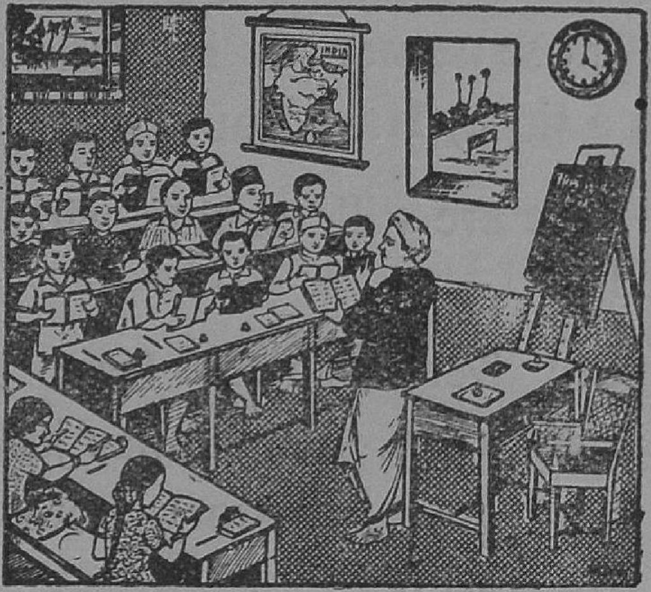
be, (*am* *is*)	*was*	*been*
are	were	been

still **since** **been**

LESSON TWENTY-SIX

THE PRESENT PERFECT (*Continued*)

just already



The boys have opened their books.

The books are open now.

They are looking at their lesson.

The teacher has opened his book and he is reading a few sentences from it.

They are listening to him reading.

Teacher: Boys, have you listened to me reading?

Boys: Yes, we have.

T (reads) :—" Narayan had a lot of money and was never kind to poor people. He has lost

all his money, and he is now poor. All his pride has gone."

(Stops reading) :—When have I finished my reading?

B :—You've just finished it.

T:—Write those sentences in your note-books. (Waits a little) Have you written them?

B (some) :—We are still writing, sir; we haven't finished it.

T :—You are very slow. Ram has already finished his work. Rughu has just finished it. Ram, I gave you a story book last week. Have you read it?

Ram :—Yes, I've already finished it. I finished it yesterday. I want another story book, please.

Gopal : I've never read that book. Please give it to me.

T :— Where is Govind?

G :—He has just gone out and he will soon be back.

T :—He is going out often. He doesn't do his work as well as Ram.

EXERCISES

Learn:

Ram has *always* done his homework in the morning and has *sometimes* done it in the evening.

He has *never* gone to school late.

Note position of italicised adverbs—same as *just* and *already*.

Read the following :

We have been	waiting reading writing	for a long time for a short time
We have	waited read, etc.	

We *have had* a music lesson *this week*.

We *had* it *last week*.

I (we, they, you) have He (she) has	just already	finished done written	my (our, their, your) work his (her) work (exercise, etc.)
	always sometimes never	had my coffee, gone to bed, etc.	at seven in the morning at half-past seven after half-past seven at nine o'clock (at night) at 8-30 after nine

Use the Present Perfect or the verb in '-ing' with 'have ((has)' in the blank spaces:

Model: He *has been waiting* for you since 7 o'clock (still waiting).

He *has waited* for you since 7 o'clock (action just completed in the present).

1. How long —— you —— ? (playing)
2. We —— only for a short time. (play)
3. We —— for two hours. (working)
4. I —— two short stories in an hour. (write)
5. He —— his breakfast at 8-30. (have)
6. We —— our English lesson. (have, just)
7. I —— to this school for three years. (coming)
8. I —— the book of stories. (finish, already)
9. I —— my exercise. (do, already)
10. We —— in this house for a long time. (living)

---

poor **pride** **lost (lose)**

LESSON TWENTY-SEVEN

either - or neither - nor

Give me either your pen or your pencil.

I shall give you neither my pen nor my pencil.

Either he or his brother will go to the station.

Neither he nor his brother went to the station.

I will come either on Monday or on Tuesday.

You came neither on Monday nor on Tuesday.

In the evening I either play or read a story book.

He neither plays nor reads a story.

He will go neither to school nor to the station.

He is (was) neither reading nor playing but sleeping.

The book was (is) neither here (in the box) nor there (on the table).

Brother (*looking round*): Where is my picture-book? I put it on the table this morning. I've been looking for it here and there, but still I haven't found it. It is either in this room or in my sister's room. I'll go there and see (looking round in her room). It's neither in my room nor in hers.

Sister :—What are you looking for?

B:—I'm looking for my picture-book.

S:—Oh! the picture-book! I've put it in my box. (Taking it) Here it is!

EXERCISES

Learn:

look for (a book, etc.)

The position of the joining words (*either*, etc.) in the sentences is important.

Read the following and make as many sentences as possible:

The book is (was) He is (was)	either neither	here (in the box)	or nor	there (on the table)
I shall (you will, he will)	either neither	go there	or nor	send a letter write to them
		read		play sleep, etc.
He was (is, will be)		reading a book		doing an exercise (homework, etc.)

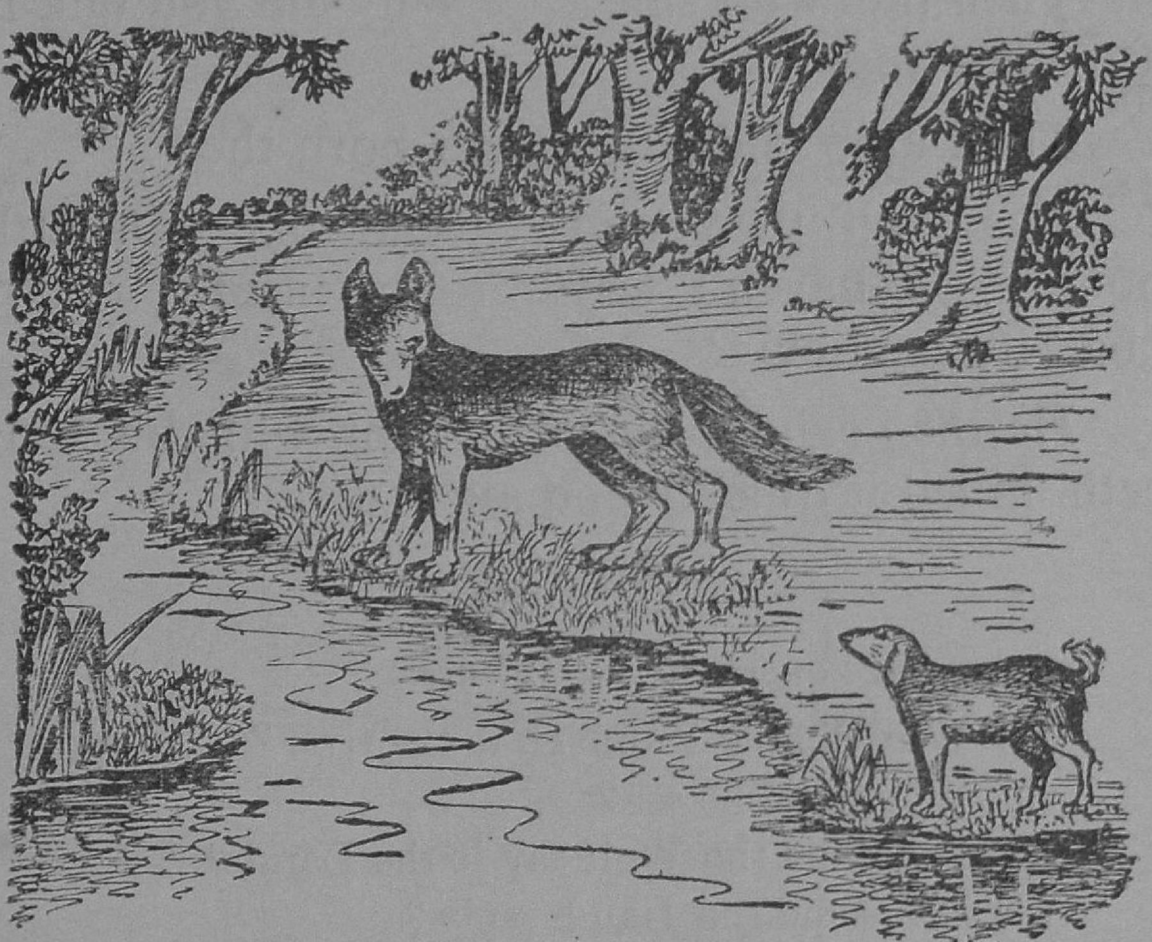
Note: He is | neither | reading | nor | playing | but sleeping.

either - or neither - nor

LESSON TWENTY-EIGHT

Why ? Because —

That is Gopal and he is running to school.
Why is he running ?
He is running because he is late.
Why do we wash our hands ?
We wash them because they are dirty.
Why do you play games in the evening ?
We play because games make us strong and healthy.



There was once a little lamb. One day he went to a small river because he was thirsty.

There was already a big wolf there. He also came there to drink water.

The wolf likes little lambs for food. He saw the little lamb, and he felt glad.

He said to the lamb: "Why do you make the water dirty?"

The other replied, "You're up there and I'm down here. The water runs from you to me. How can I make it dirty?"

Then the wolf said, "Why did you talk ill of me last year?"

The Lamb said, "I wasn't born then!"

The wolf then said, "Shut up, you little fool! You haven't learnt to be silent. You're a bad little fellow!"

He then caught the little lamb with his long teeth, killed it quickly and ate it up.

EXERCISES

1. *Answer these questions in sentences:*

   (*a*) Why did the Lamb go to the river?

   (*b*) Whom did he see?

   (*c*) What did the Wolf say to the Lamb?

   (*d*) What did the Lamb reply?

   (*e*) The Wolf said, "Why did you talk ill of me last year?" What was the Lamb's reply to this?

   (*f*) What did he do to the Lamb then?

2. *Here are parts of sentences in different columns. Complete the parts on the left joining them with those that belong to them :*

He came to the river	because	play makes us healthy and strong
He is walking quickly		it is dirty
They read silently		he felt thirsty
We play in the evening		he is late
I am telling you a story		their mother is not well
She is sweeping the floor		there is no school for girls
The teacher wrote the words on the board		my mother came from Calcutta
I'm not making the water dirty		you have asked for one
Girls go to the boys' school		they were new
I went to the station		I am down here and you are up there

Learn:

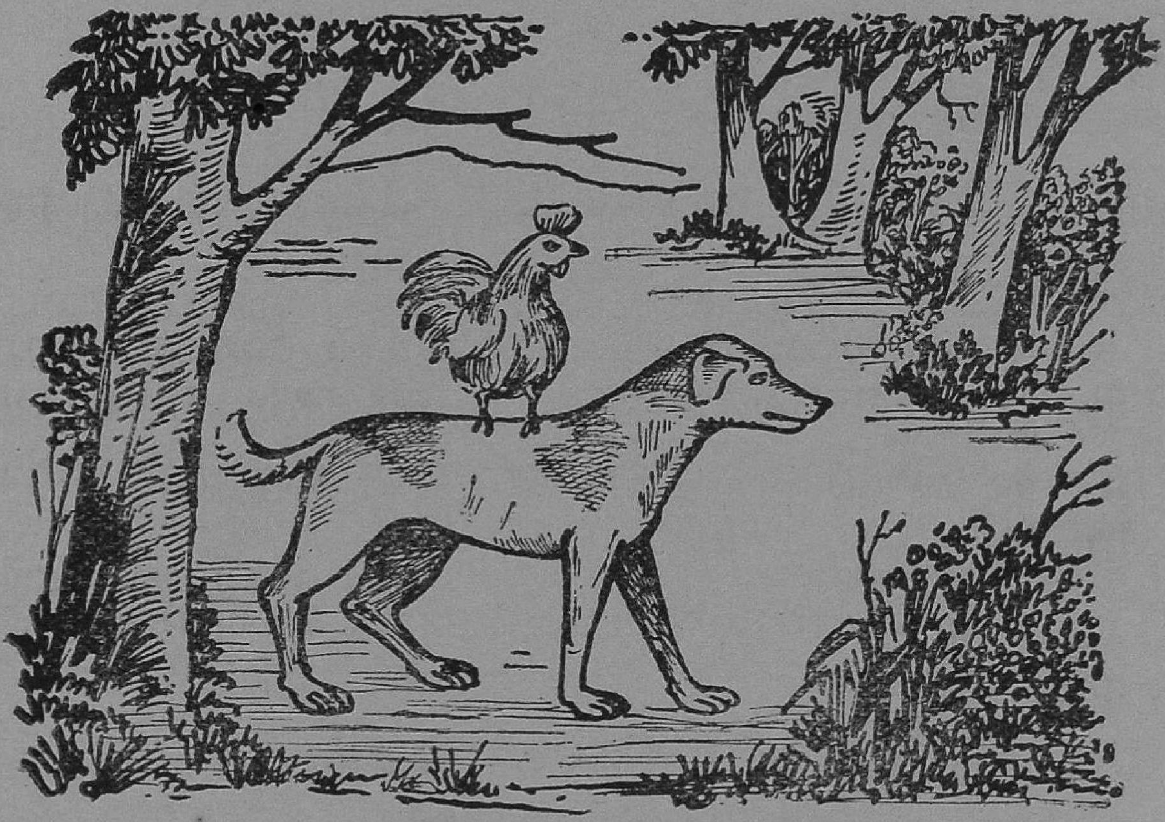
to talk (speak)	well ill	of a person

---

ill (×well) **fool** **fellow**
thirsty **(was) born** **can**
why? **because**

LESSON TWENTY-NINE

about that-clause



Mohan (with sister): Won't you tell us a story, mother?

Mother: I shall. What shall it be about?

Mohan: Tell me about a dog.

Mother: Here's a story. It's about a Dog and a Cock. My mother told me this story. I was a child then, but I liked it much.

Mohan: Did you, indeed?

Mother : Yes. Here it is :

A Cock and a Dog were friends. The Cock said one day, " What is the world like? Don't you want to know, friend Dog?"

The Dog said: "Yes, but how shall we know it?"

"We'll travel," said his friend.

So one day they started. The Cock sat upon the Dog's back and they went on.

They were going through a forest all the morning. It was forest—forest—forest. It was noon, and then evening came. They were still in the forest.

They were now under a large tree with many branches.

The Cock said, "We'll stop here for the night:" and he flew to a big branch of the tree and sat there.

The trunk of the tree was very big; and at its foot there was a large hole. The Dog lay here for the night.

The Cock always crows early in the morning, and it crew because it was morning.

There was a Fox in a bush near the tree. He heard the Cock's cry and said :

"Thank God, I'll have some nice food today."

So the Fox came to the Cock quickly, and said, looking up, "Good morning, friend! I've just listened to your sweet song. Please come down and sing again."

The Cock knew **that** the Fox wanted to eat him up. So he said:

"Thank you, Mr. Fox. There's my friend

at the foot of the tree. Wake him up and I shall ask him."

The Fox was going to the Dog, but he was already awake. He saw the Fox coming. He fell upon him quickly and killed him.

Sister: My teacher has already told us (the story about the Cock and the Dog.

Mohan: I think that the Cock was no fool.

S:—I think that the punishment of the Fox was right.

EXERCISES

Learn:

Present	*Past*	*Past Participle*
travel	travel-led	travel-led
think	thought	thought
crow	crowed, crew	crowed
wake	woke (waked)	woke (waked)
kill	killed	killed

Read these sentences:

The pen is in the drawer. I am telling you about it.

I am telling you **that** the pen **is** in the drawer.

I told you **that** the pen **was** in the drawer.

1. *Join the following sentences in the same way with 'that'*:

   (1) He comes here every day. I am telling you about it.

(2) Our first lesson is an English lesson. We know it.

(3) The book was on the table. I told you about it.

(4) They are playing in the school ground. I am telling you about them.

(5) He was running quickly. I saw him.

(6) The Cock is no fool. I am telling you about it.

2. *Write each of the following as question and answer :*

Model: He was running because he was late.

Q. Why was he running?

A. Because he was late. (He was running because he was late).

(1) We play games every evening because they make us strong and healthy.

(2) Tomorrow is a holiday because it is Saturday.

(3) He comes here every day because I teach him Hindi.

(4) The Wolf felt glad because he saw the Lamb there.

(5) I went to Bombay because my brother lived there.

3. *Put the Subject and Predicate parts of these sentences in the table below :*

(1) He saw some stones on the ground,

(2) They were now under a large tree.

(3) The Cock sat upon the Dog's back.

(4) The trunk of the tree was very big.

(5) He went to a small river because he was thirsty.

(6) He doesn't do his work as well as Ram.

(7) The teacher has been living here for a long time.

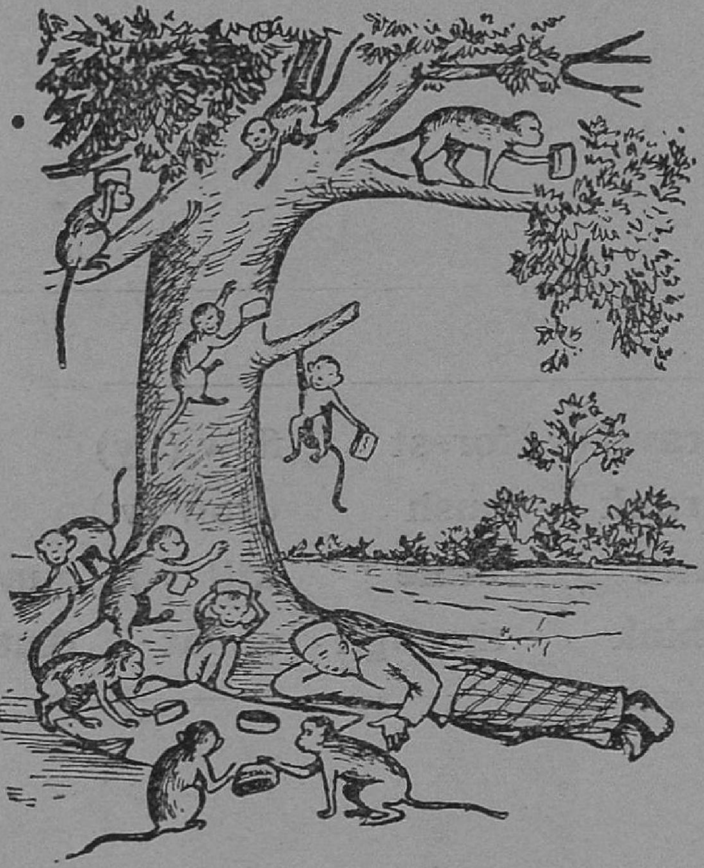
Subject Part	Predicate Part

travel (v.)	**forest**	**flew (fly)**	
trunk	**bush**	**crow (v.)**	
nice	**wake**	**kill (v.)**	**punishment**
think	**through**	**about**	**that (conj.)**

LESSON THIRTY

THE TRAVELLER AND THE MONKEYS

until while when



Once a man made some caps and took them in a bundle to the nearest market-town. **When** he started for the market, it was early in the morning.

But the sun was now high in the sky and the day was very hot. He saw some trees on his way and there was a tank near them. He felt both hungry and thirsty. So he put his bundle of caps under a large tree.

Then he went to the tank, washed his face and hands, and came back to the tree. It was cool under the tree because the branches and leaves of the tree covered the place with their shade. He ate his food, drank some water from the tank, and lay down with his right hand under his head. He was soon asleep.

Some monkeys lived in the tree and saw the man sleeping. They came down the tree one by

one, each snatched a cap from the bundle, put it on its head and ran up the tree grinning with joy. They did this while he slept. All the caps in the bundle were now on the monkeys' heads. There was no cap on the ground and no bundle.

When he got up after half an hour, he saw that there was no bundle of caps. He looked round him and then he looked up. When he saw his caps on the heads of the monkeys, he was very angry.

He saw some stones on the ground near him. He picked them up and threw them, one after

another, at the monkeys. They did the same in anger. They threw the caps at him.

He was throwing the stones at the monkeys **until** they threw down all his caps.

The traveller gathered up all his caps and was very happy. He now walked quickly to the market-town.

EXERCISES

1. ***Fill in the blanks with suitable words (given below):***

Some monkeys —— —— the tree and saw —— man ——. They came —— the tree one by one. Each snatched a cap —— the bundle and —— up the tree. They did this —— he ——.

—— he got up he saw —— there was no bundle of caps. He looked —— him and then he looked —— .

(down, up, lived, ran, sleeping, the, when, on, from, while, round, that, slept)

2. *Join each pair of sentences into one :*

(*a*) with 'until':

Model : He waited there until 8 o'clock. His brother came at 8 o'clock.
He waited there *until* his brother came.

(1) The boys play until 6 o'clock. The play ends at 6 o'clock.

(2) He is reading until 6-30 (evening). It is dark at 6-30.

(3) He works until 9 o'clock. He goes to bed at 9 o'clock.

(4) They didn't start for Bombay until yesterday. Their father sent them money yesterday.

(*b*) with 'when':

Model : You went. I came *then*.
When I came you went.

(1) He comes. I go then.

(2) We started for our playground. It was 5 o'clock then.

(3) He was not at home. I went to him then.

(4) Ram has my pen (now). I want to write (then).

(5) I took my mother to the doctor. She was ill (then).

(c) with 'while:'

Model: I am reading. He is writing.
I am reading *while* he is writing.
(Or 'He is writing while I am reading.')

(1) She was jumping. I was running.

(2) I am eating my meal (dinner). Mohan is writing a letter.

(3) Ram reads my book. I read his book.

(4) Sita sang. Her sister slept.

(5) I understand English very well. He understands Hindi very well.

---

tank **covered** **shade (n.)** **asleep**

{one by one / one after another} **snatch-ed** **angry**

pick (up)

MY FACE IS MY FORTUNE

"Where are you going, my pretty maid?"
"I'm going a-milking, sir," she said.

"May I go with you, my pretty maid?"
"You're kindly welcome, sir," she said.

"What is your father, my pretty maid?"
"My father's a farmer, sir," she said.

"What is your fortune, my pretty maid?"
"My face is my fortune, sir," she said.

"Then I can't marry you, my pretty maid!"
"Nobody asked you, sir!" she said.

MARY'S LAMB

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.

He followed her to school one day;
That was against the rule;
It made the children laugh and play
To see a lamb at school.

And so the teacher turned him out,
But still he lingered[1] near,
And waited patiently about
Till Mary did appear.[2]

Then he ran to her, and laid
His head upon her arm,
As if he said, "I'm not afraid,—
You'll keep me from all harm."

"What makes the lamb love Mary so?"
The eager children cry.
"Oh, Mary loves the lamb, you know,"
The teacher did reply.[3]

NOTE: *day, play* — *rule, school* — *go, snow* are rhyming words (end with the same sound). Line 1 *does not rhyme* with line 3.

1. remained near a place.
2. *did appear* = appeared. 3. *did reply* = replied.

THERE WAS A JOLLY MILLER

There was a jolly miller
    Lived on the river Dee;
He worked and sang from morning till night,
    No lark so blithe[1] as he.

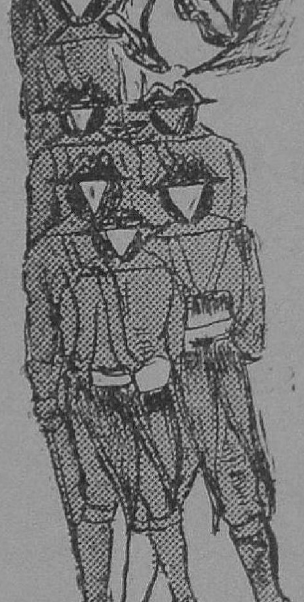
And this the burden[2] of his song
    For ever used to be:
"I care for nobody—no! not I,
    Since[3] nobody cares for me."

Rhyme: Lines 2, 4, 6, 8 rhyme with one another —*Dee, he, be, me* have the same sound.

---

1. happy, cheerful.
2. words (or lines) repeated at the end of a stanza.
3. because.

THE GRAND OLD DUKE OF YORK



Oh! the grand old Duke of
York,
He had ten thousand men.
He marched them up to the top
of the hill,
And he marched them down
again,
And when they were up they
were up,
And when they were down they were
down,
And when they were only halfway up they
were neither up nor down.

DO YOU ASK WHAT THE BIRDS SAY

Do you ask what the birds say?
    The sparrow, the dove,
The linnet, and thrush say,
    "I love and I love."

In the winter they're silent,
    The wind is so strong;
What it says I don't know,
    But it sings a loud song.

But green leaves and blossoms[1],
And sunny warm weather,
And singing and loving,
All come back together.

Then the lark is so brimful[2]
Of gladness and love,
The green fields below him,
The blue sky above,

That he sings and he sings,
And for ever sings he,
"I love my Love,
And my Love loves me."

1. flowers.
2. full to the brim (= edge); very, very full.

GOOD MASTER AND MISTRESS

Good master and mistress,
While you're sitting by the fire,
Pray think of us poor children
That wander in the mire.[1]

Bring us out a table,
And spread it with a cloth,
Bring us out a mouldy[2] cheese,
And some of your Christmas loaf.

God bless the master of this house,
Likewise[3] the mistress too;
And all the little children
That around the table go.

Good master and mistress,
While you're sitting by the fire,
Pray think of us poor children
Who are wandering in the mire.

---

1. wet ground; soft, deep mud.
2. old; not fresh.
3. in the same way.

ONE, TWO; WHATEVER YOU DO

One, two; whatever you do,
Start it well and carry it through;
Try, try, never say die;
Things will come right, you know, by-and-by.

GIRLS AND BOYS, COME OUT TO PLAY

Girls and boys, come out to play,
The moon doth shine[1] as bright as day;
Leave your supper and your sleep,
And come with a whoop[2] into the street.
Come with a whoop, come with a call,
Come with a good will or not at all,
Up the ladder and down the wall.

---

1. *doth shine* = shines.
2. a loud cry or shout.

WHAT I LIKE

I like the old dun[1] cow,
The little lamb beside ;
I like a prancing horse
With nostrils red and wide ;

I like the birds that sing,
The daisy and the rose ;
I like the little pedlar[2]
Who has a crooked nose ;

(How nice to see his freckles[3] brown,
And his beaver hat on the top of his crown) ;
I like the poor beggar, I like the rich king,
I like everybody and everything.

---

1. dull, greyish-brown colour.
2. person going from place to place and selling articles.
3. small light-brown spots on the face, etc. caused by the sun's heat.

List of New Words used in the Book

about
above
address (n.)
afternoon
again
against
air
already
also
always
amount (n.)
angry (anger)
annas
apple
as
asleep
awake
away

back
bad-ly
bath
bazaar
beautiful
because
been (be)
bench
better (best)
between
big
blouse
born (was born)
bottom
branch-es
break (n.) and (v.)
breakfast
broom
building (n.)
burn-ing
bush
buy
by

can
change (n.)
child-ren
clean (v.)
close (v.)
club
coat
cock
colour
cool
cost-s (v.)
cover-ed
cradle
crew (v.)
(crow)

dark
deep (depth)
dozen
draw
duster

early
easy
either (or)
English
enough

face
fair
family
fate
feel (v.)
fell (fall)
fellow
female
few-er (fewest)
fine
finish
fire (n.)
flew (fly)
food
fool
foot-rule
for
forenoon
forest

gather-ed
glad
grin-ing
ground

hair
half
hard
health-y
heavy
help (v.)
(hers)
high (height)
Hindi
hole
homework
hot

how
hungry

ill (×well)
inch-es
indeed
into

joy
jug
just (adv.)

keep (v.)
kill-ed
kind-ly
know

lamb
late
lazy
least
length
less
lesson
like (v.)
lily
little
listen (to)
lock-ed
look (at)
loud
lost (lose)
lot (a lot of)
lotus
love (v.)
lunch
lying (lie)

machine
make

male
many
mango-es
market
match-ed
measure (v.)
measure (n.)
meal-s
midday
mine
minute-s
monkey
more
most
money-order

Mrs
much

nail (n.)
neat-ly
need (v.)
never
neither (nor)
newspaper
nice
noise
noon
nor
note (n.)

office
often
old
once
opposite (to)
orange

page
pair

parent-s
past
pay (v.)
pie-s
people
piece
pick (up)
plant-s
please
point-ing
(point out—to)
poor
pound-s
price
pride
punishment
pure

quarter (past)
question
quickly
quietly

rain
remember
return-ed
rice
river
rose (n.)
row
rupee-s

same
see
sell-ing
sentence
shelf (shelves)
shoe-s

0-2,6(1) W53

shirting (n.)
silk
since
silent-ly
sing-ing (song)
sit-ting
smell (v.)
something
sometimes
soon
sound (n.)
speak
start
station
stand-ing
still
stone-s
strong
sweep-ing

tall
tank

tape (measure)
than
thank (v.)
that (conj.)
thirsty
three-quarters
through
time-table
top
travel (v.)
traveller
trunk
twice

uncle
understand
until

vegetable
very
viss

wait
wake
want (v.)
wash-ed
way
wide (width)
weigh-t
well (adv.)
well (n.)
when
while
white
whom
why
wolf
wool-len
worse (worst)
world

yard
(yours)

(264 words)

Words (Poetry)

afraid
beggar
beside
bless
bright
cheese
crooked
crown
die
eager

fleece
fortune
follow-ed
hill
jolly
ladder
laid (lay)
laugh
loaf
march-ed

marry
mistress
patiently
pray
spread
supper
sure
warm
wander
weather

(30 words)